

# Stretch and Be Flexible



**Karen Johnson**

Hendry County Professional  
Development Team

**Pam Sudduth, M.A.**

Learning and Development Facilitator,  
Literacy

**Shelby Robertson, Ph.D.**

Learning and Development Facilitator,  
Math and Science



# Would you Rather



- Name
- Answer the question on the card
- Invite your partner to answer the same question.

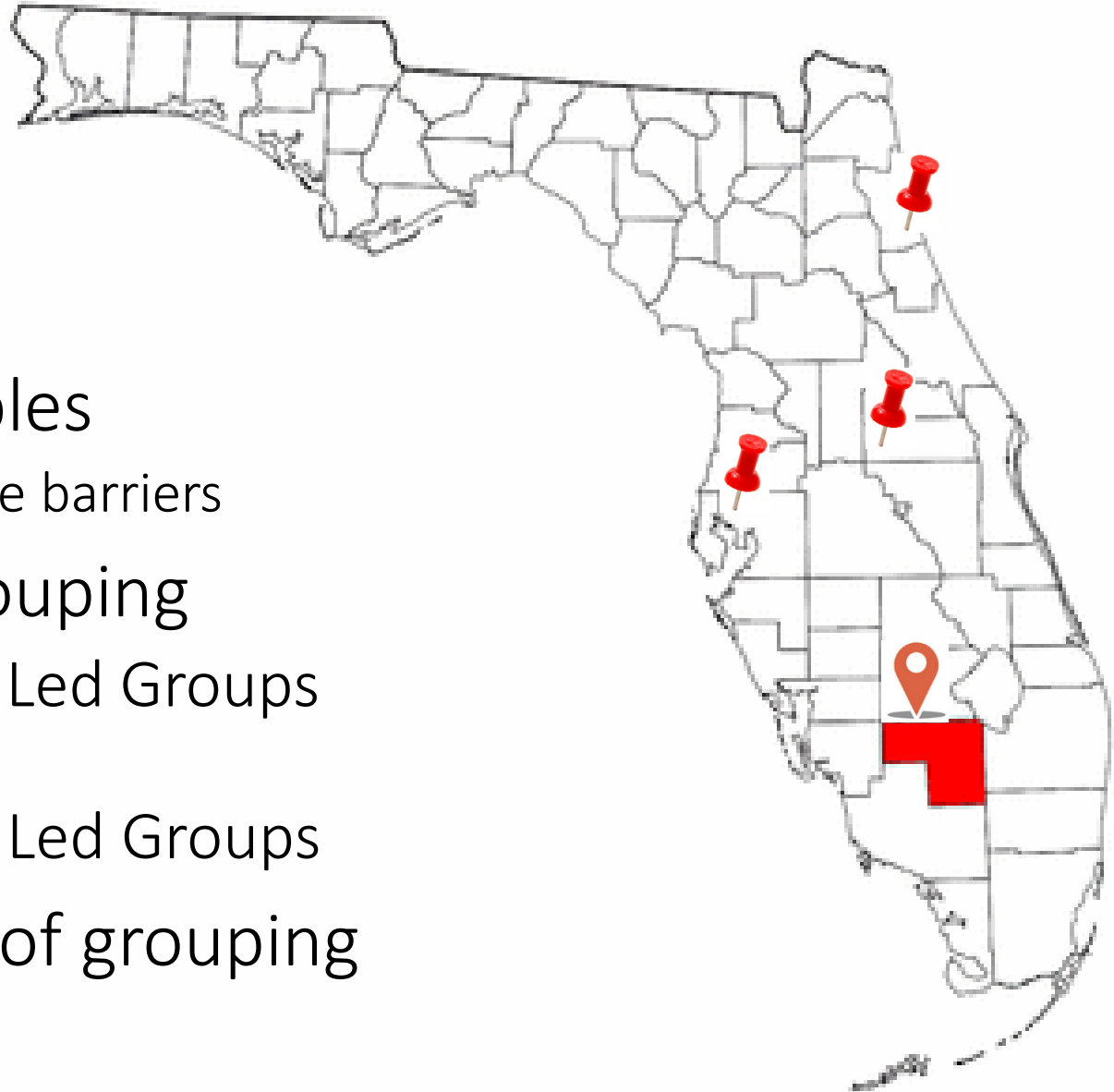
# Learning Objectives



Participants will...

- Consider the goal of Universal Design for Learning (UDL)
- Increase understanding of flexible grouping
- Apply understanding of flexible grouping
- Design environment through UDL principles

# Advanced Organizer



## UDL principles

- Determine barriers



## Flexible Grouping

- Teacher Led Groups
  - Data
- Student Led Groups



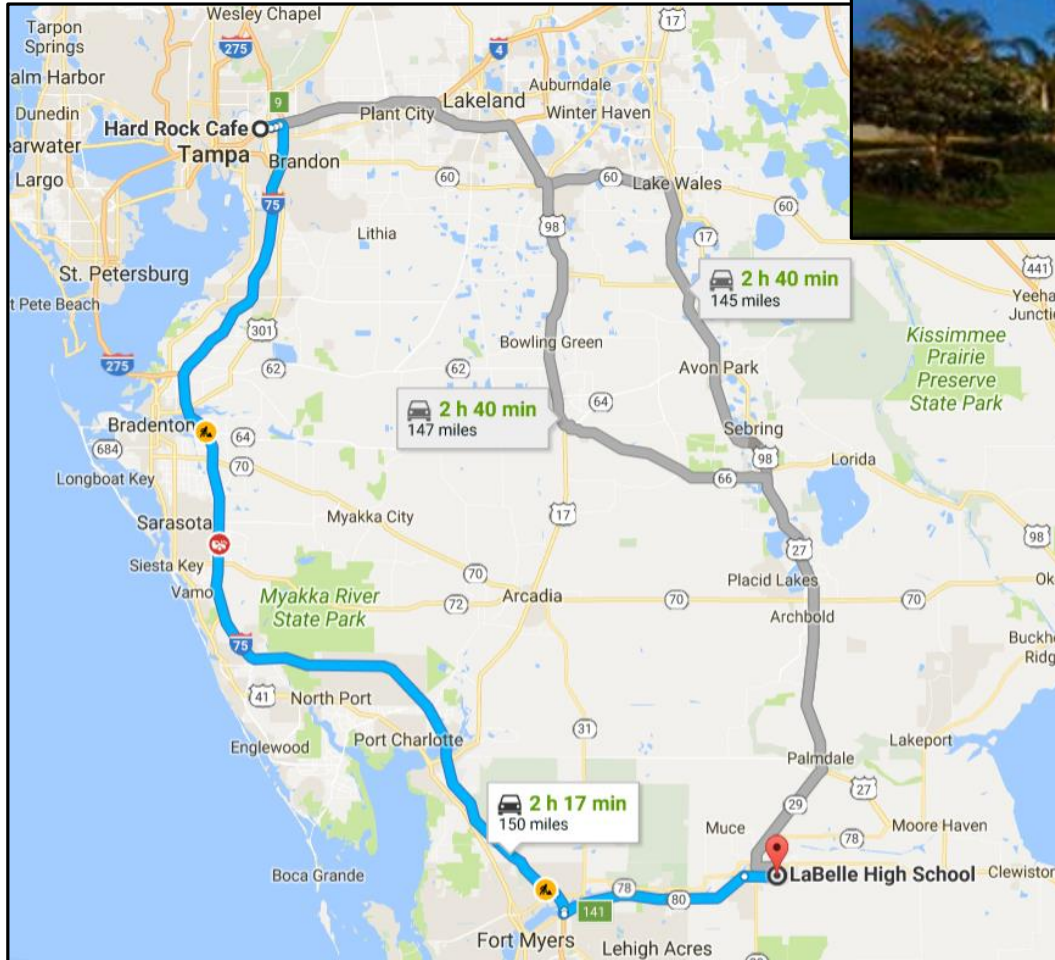
## Mechanics of grouping



# Norms

- Value everyone's input/expertise/strengths
- Remain Positive
- Be Learning Focused
- Use Parking Lot





The destination is the same, but the journey doesn't have to be...

# Universal Design for Learning



“An approach to designing instructional methods and materials that are flexible enough from the outset to adapt and allow for learner differences”

# Universal Design for Learning

## Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

## Recognition networks:

THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

## Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



# Multiple Means of Engagement

Provide multiple ways for students to find meaning in the material and thus motivate themselves. Students may work independently, or in teams. They may show that they master principles by applying their favorite activities.



# Multiple Means of Engagement

Checkpoints	Examples
Provide options for self-regulation	Use guides and rubrics that focus on self-regulatory goals, differentiate and scaffold feedback, self-monitor behavior
Provide options for sustaining effort and persistence	Use prompts, hand-held scheduling tools for reminders, collaboration, peer tutoring and support, vary the degree of freedom, cooperative learning groups with scaffolded roles and responsibilities
Provide options for recruiting interest	Choices in the level of challenge, type, color, design, layout of graphic, involve learners, vary activities

# Multiple Means of Representation



Present information in multiple ways.

Provide options so that anything written or otherwise offered visually is also spoken aloud or presented in multi-sensory format.



# Multiple Means of Representation

Checkpoints	Examples
Provide options for comprehension	Activate prior knowledge, use advanced organizers, pre-teach concepts, bridge concepts, highlight patterns, emphasize key elements, checklists
Provide options for language, mathematic expressions and symbols	Pre-teach vocabulary and symbols, highlights, clarifying unfamiliar words, present key concepts, symbolic representation
Provide options for perception	Speech-to-text, diagrams, charts, video clips, size of text, images, graphs, tables, volume, speed



# Multiple Means of Action & Expression

Offer multiple ways for students to interact with and respond to curricula and materials. (e.g., talking, writing, typing, videoing, singing)



# Multiple Means of Expression

Checkpoints	Examples
Provide options for executive function	Use prompts for goal setting, model think-alouds, use checklist and project planning checklists, break long-term goals into reachable short-term objectives
Provide options for expression and communication	Compose multi-media, provide learners with spell-checkers, speech-to-text, use graphing calculators, use sentence strips and outlining tools, provide manipulatives
Provide options for physical action	Provide alternatives for interacting with instruction, consider switch options

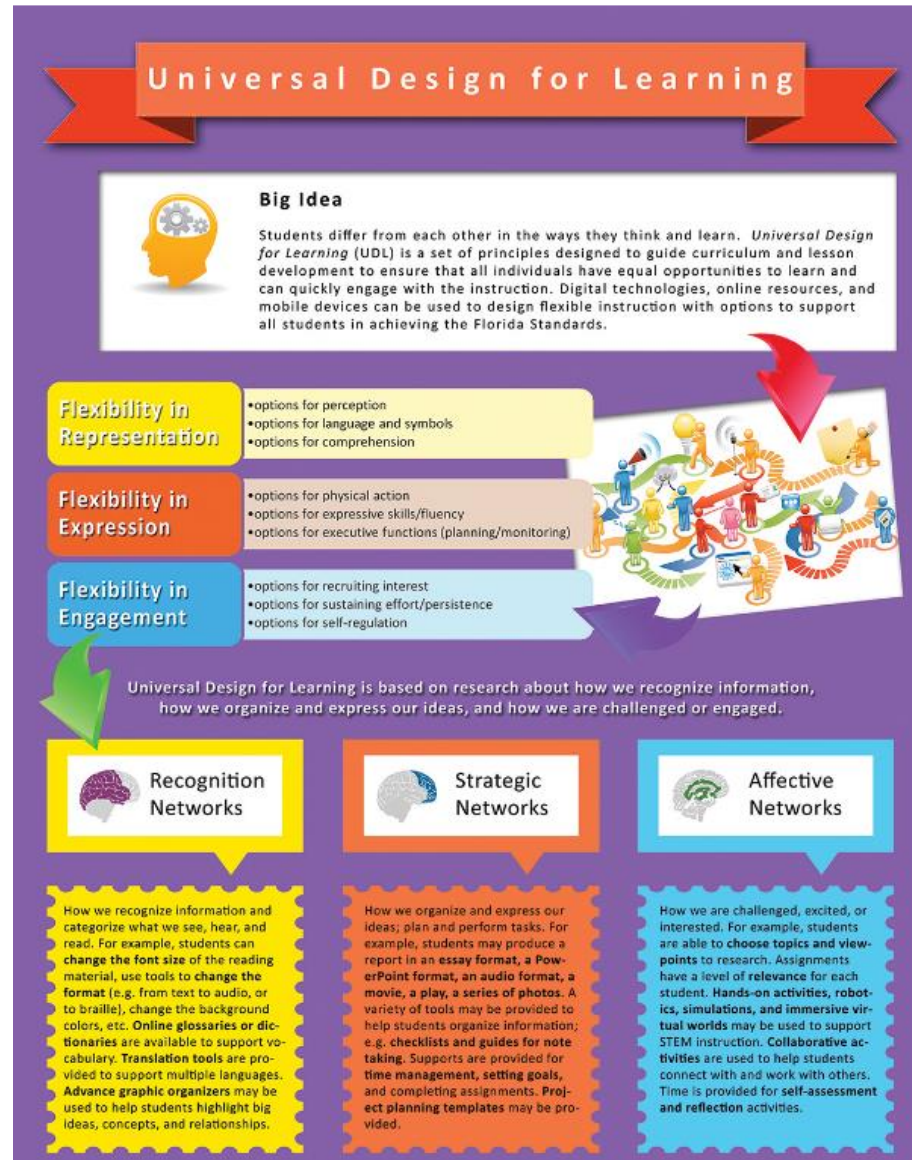
# The Goal of UDL

Eliminate unnecessary barriers to learning without eliminating challenges in order to ensure all learners achieve standards through rigorous instruction.

- Maintains high expectations for ALL learners
- Ensures access to academic standards for ALL learners
- Ensures student interaction and engagement with content for ALL learners



# Let's Take A Moment...





# Barriers or Opportunities??

The materials and methods teachers use can either present students with barriers to understanding or enhance their opportunities to learn.



# Breaking the Barriers



By developing and applying Universal Design for Learning (UDL), we can minimize barriers and realize the promise each student brings to the learning process.

# Barriers

## High intensity barrier:

- Significant impact on **individual student** engagement and learning (e.g., small group & individual instruction, DI, aligned with learning needs)

## High probability barrier:

- Wide-spread or common barriers that impact **many students'** engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time)

# Buckets of Barriers

- High Intensity
  - Instruction
  - Curriculum
  - Environment
  - Learner
- High Probability
  - Instruction
  - Curriculum
  - Environment
  - Learner

Across  
Multiple  
Domains





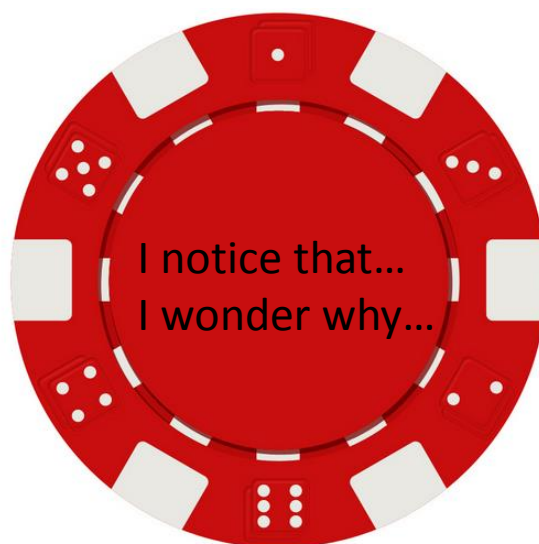


# High Intensity

Instruction	Curriculum	Environment	Learner

# High Probability

Instruction	Curriculum	Environment	Learner



# High Intensity

Instruction	Curriculum	Environment	Learner

Tier 3 Barriers

# High Probability

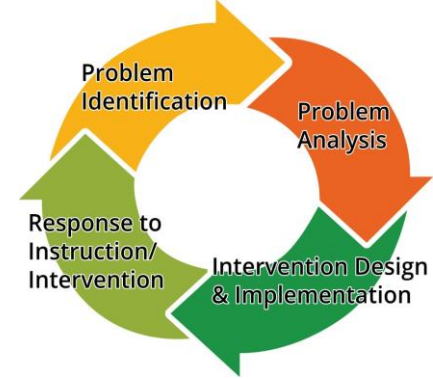
Instruction	Curriculum	Environment	Learner

Tiers 1 and 2 Barriers



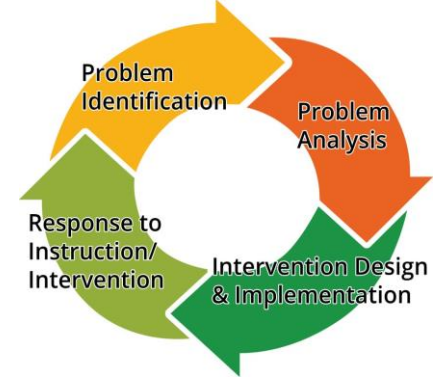
Multi-faceted needs of students

# Process to Address Barriers



- Require use of information and data related to students' strengths, needs, and interests
- Determine clear learning goals and objectives
- Anticipate high probability and high intensity barriers
- Plan options for accessing, interacting, and demonstrating to lessen the impact of barriers

# Process to Address Barriers (continued)

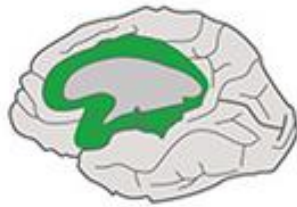


- Design appropriate strategies and supports into the lesson plan/instructional environment
- Ensure scaffolding to remove barriers to learning
- Implement instructional plan
- Evaluate impact

Result in immediate and sustained engagement and improved academic outcomes



# Universal Design for Learning Guidelines



## Provide Multiple Means of Engagement

*Purposeful, motivated learners*

### Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

### Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

### Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



## Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

### Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

### Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

### Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



## Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

### Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

### Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

### Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies



## STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

## CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

## STANDARDS-BASED INSTRUCTION

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

## PROFESSIONAL RESPONSIBILITIES

# Engagement

- Proactively addresses anticipated barriers to increase the effectiveness and efficiency of instructional planning
- Provides options for everyone, engaging and supporting all students
- Increases effectiveness of instruction, reducing the need for remediation and intervention

"That was an awesome worksheet,"  
said no student ever.



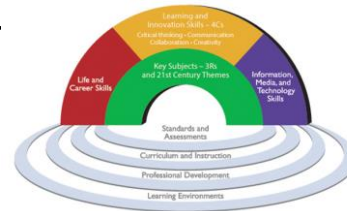
# Provide Multiple Means of Engagement

## Checkpoint 8.3:

### Foster collaboration and community

In the 21<sup>st</sup> century, all learners must be able to communicate and collaborate effectively within a community of learners. This is easier for some than others, but remains a goal for all learners. The distribution of mentoring through peers can greatly increase the opportunities for one-on-one support. When carefully structured, such peer cooperation can significantly increase the available support for sustained engagement. Flexible rather than fixed grouping allows better differentiation and multiple roles, as well as providing opportunities to learn how to work most effectively with others. Options should be provided in how learners build and utilize these ir

s.





# Foster Collaboration and Community

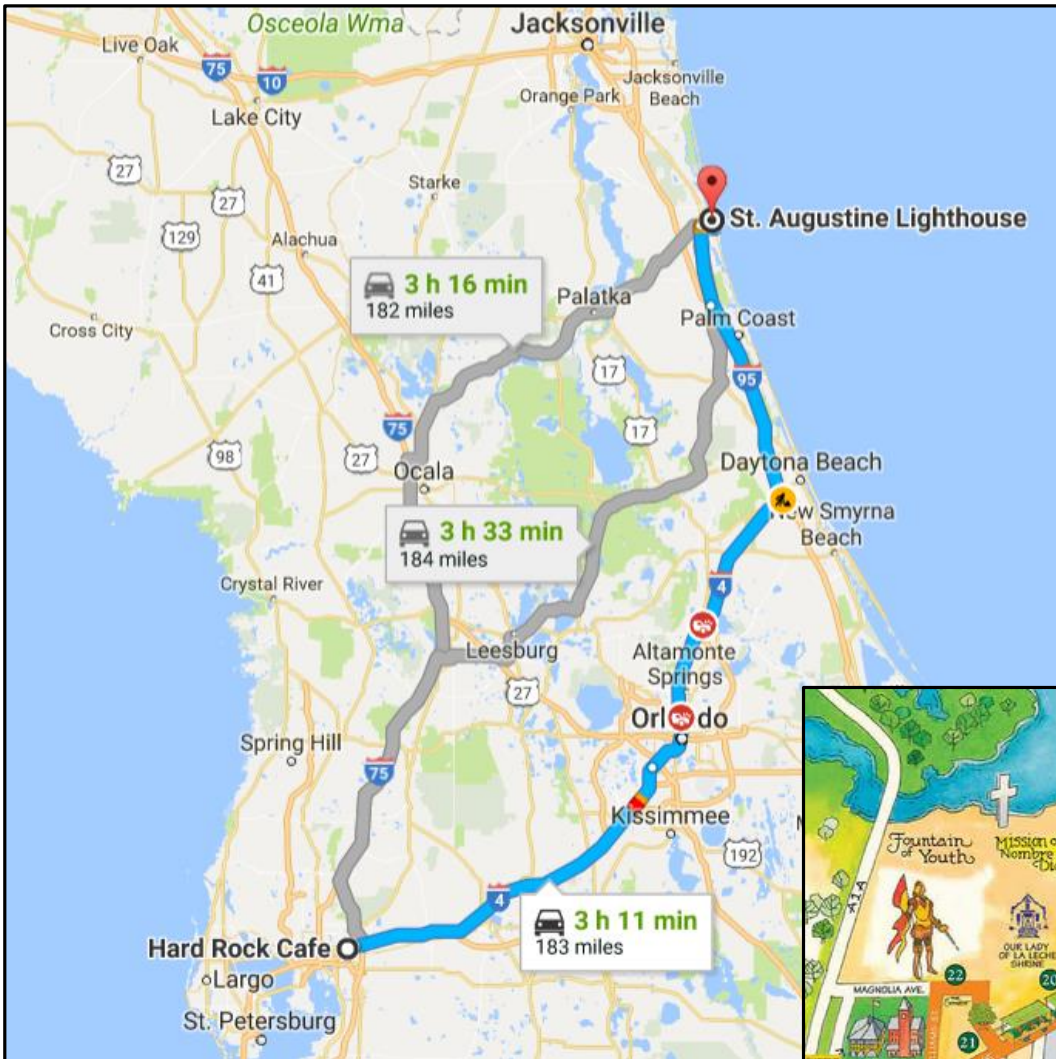
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work (e.g., rubrics, norms, etc.)
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Create cooperative learning groups with clear goals, roles, and responsibilities



MANY PEOPLE SPEND TOO MUCH  
TIME TRYING TO BE THE CAPTAIN  
OF SOMEONE ELSE'S BOAT. LEARN  
TO BE A LIGHTHOUSE AND THE  
BOATS WILL FIND THEIR WAY.



The choice is yours...



# Flexible Grouping

- Purpose is to deliver instruction in a variety of ways in to maximize student success.
- Teachers are discovering that utilizing flexible grouping in a variety of ways throughout the school day actually makes their job easier.



# What is Flexible Grouping?

- A **temporary way** for students to collaborate in a variety of configurations depending upon activity and learning outcomes.
- In order to promote maximum learning, students need to **move frequently** among groups according to their specific needs.





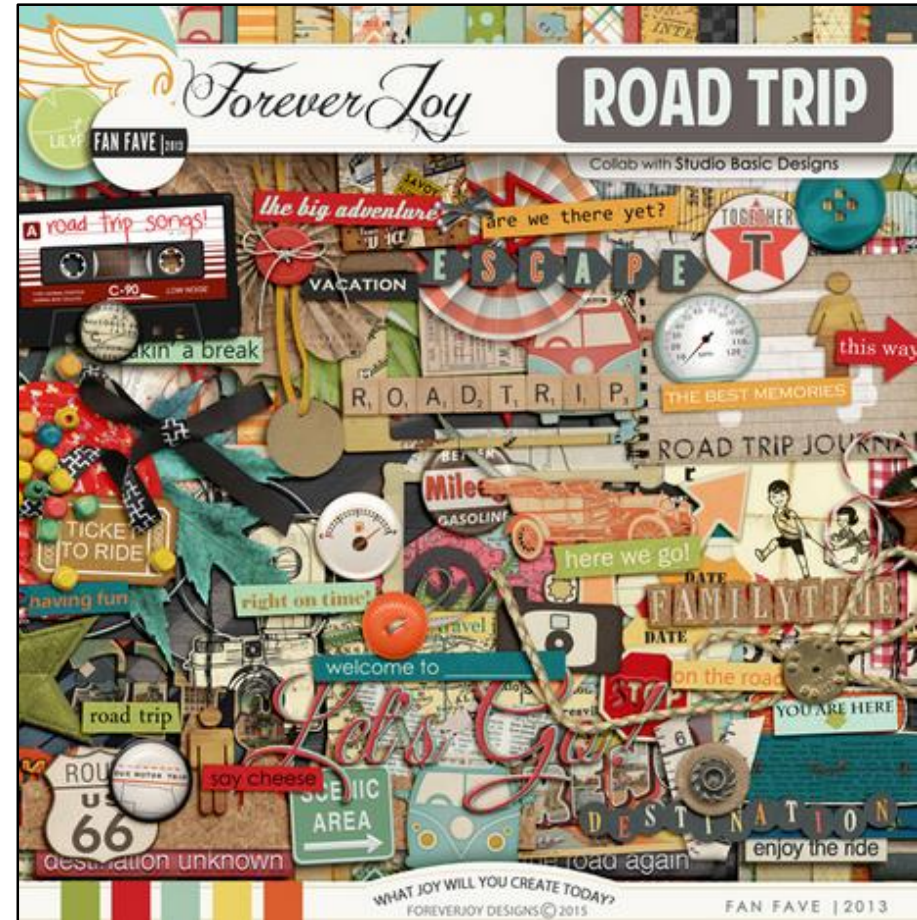


- It's a great way to meet the **academic, social and emotional** needs of each student, and it allows the teacher to zero in on any **specific needs** of one student.
- It allows students to have the opportunity to **work with, and learn from, their peers** in a way that lets them feel comfortable contributing.
- Students work in a variety of groups, learning to **work independently and cooperatively** with a variety of personalities.

# Student Engagement

In education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that **students show** when they are learning or being taught, which extends to the level of **motivation** they have **to learn and progress** in their education.

~The Glossary of Education Reform (2016)





# Powerful Tool



- Maximizes the effectiveness of an instructional technique for both **teaching and classroom management**
- Done without **planning** and careful thought, can lead to inefficient, or destructive use of teacher and student time



# Teacher-Led Groups



- Whole-Class Instruction
- Small-Group Instruction
- Students Working Alone in Teacher-Directed Activities



# Teacher-Led Groups

Teacher-Led Groups		
Grouping Options	Teacher's Role	Activities
Whole Class/ Small Groups	<ul style="list-style-type: none"><li>• Explains procedures</li><li>• Provides instructional scaffold</li><li>• Facilitates discussion</li><li>• Provides explicit instruction</li><li>• Affirms student diversity</li></ul>	<ul style="list-style-type: none"><li>• Outlining day's agenda/schedule</li><li>• Giving an overview of concepts</li><li>• Sharing student work</li><li>• Presenting strategies</li><li>• Developing background knowledge</li></ul>
Individual	<ul style="list-style-type: none"><li>• Guides individual development</li><li>• Encourages individual student interests</li></ul>	<ul style="list-style-type: none"><li>• Applying key concepts, strategies and skills</li><li>• Composing written responses</li><li>• Completing understanding</li><li>• Creating own investigations</li></ul>



# 3 Learning Group Strategies

Strategy	Cooperative Teams
Group Size	Three to four students per group.
Duration	Ranges from several days to several weeks.
Task or Problem	Clearly defined by the teacher.
Process	<ul style="list-style-type: none"><li>• A team plan of operation and goals is specified, and teams are highly structured. Each student has a clearly defined role in the team such as recorder, questioner, and reporter. The teacher takes time to teach each student role.</li><li>• Team members share leadership within the framework of specific roles.</li><li>• All team members must contribute or the team cannot progress. (Teams "win or lose together.") The end product represents the entire team.</li><li>• The team focus is on cooperation as well as on achievement of goals. Awareness of the group process is as important as completing the task.</li></ul>



# Instructional Grouping Example

	Decoding	Fluency	Vocabulary and Comprehension
Burton, Sarah			✓
Chang, Eunhae			✓
Figliozi, Peter		✓	✓
Frey, Elizabeth		✓	✓
García, Ricardo	✓	✓	✓
Grice, Patricia		✓	✓
Huy, Ley	✓	✓	✓
Lyman, Scott			✓
Ramsey, Megan		✓	✓
Spielman, Robert			✓
Straubman, Min	✓	✓	✓
Walker, Lillian		✓	✓
Wallace, Amanda			✓

# Flexible Grouping Example

STUDENT GROUPS				
<b>How will students be grouped?</b>				
Group A: ___ 2, 7, 8 ___				
Group B: ___ 1, 3, 4 ___				
Group C: ___ 5, 6, 9 ___				
Group D: _____				
Group E: _____				
<b>What skills will be taught during small group instruction?</b>				
Group A: Decoding	Group B: Syntactic, Vocabulary	Group C: Comprehension	Group D:	Group E:
<b>What resources will be used during small group instruction?</b>				
Group A: Word Sorts of multisyllabic words, Building word knowledge	Group B: Spelling patterns, affixes, Writing accuracy	Group C: Metacognitive strategies, High level reasoning skills, Vocabulary skills, Increase rigor required to excel and achieve grade level standards	Group D:	Group E:
<b>Additional Information:</b> Daily schedule consists of the teacher utilizing a gradual release of responsibility instructional model to rotate groups in order to focus on their needs. Additionally, she ensures she provides time on a daily basis for the <i>Academy of Reading</i> program.				

# Meeting the Challenges



Group 1: Largest Gaps  
Decoding Low  
Comprehension Low



Group 2: Moderate Gaps  
Decoding Adequate  
Vocabulary, Fluency and Comprehension Low



Group 3: Smallest Gaps  
Decoding and Fluency Adequate  
Vocabulary and Comprehension Low

# Cooperative Learning Example

- The teacher gives the students a set of generic question stems after instruction.
- Students work individually to write their own questions based on the material being covered.
- Students do not have to be able to answer the questions they pose.
- Grouped into learning teams, each student offers a question for discussion, using the different stems.
- Sample question stems:
  - What is the main idea of...?
  - How does...affect...?
  - Explain why...?
  - How are...and...similar?
  - How would I use...to...?
  - What is the best...and why?
  - How does this relate to what I've learned before?
  - What are the strengths and weaknesses of...?
  - What is the difference between... and...?



# Video Example







# Questions to Consider

## Write Around

- How does Mr. Yager utilize flexible grouping techniques designed around data?
- How does Mr. Yager guide the collaboration during group work?



# Student-Led Groups

- Opportunities for divergent thinking
- Students take responsibility for their own learning
- Model "real-life" adult situations in which people collaborate to solve problems



# Student-Led Groups

Student-Led Groups		
Grouping Options	Teacher's Role	Activities
<b>Collaborative</b>	<ul style="list-style-type: none"><li>• Describes students' roles</li><li>• Describes students' interpersonal skills</li><li>• Encourages student interaction</li><li>• Monitors group effectiveness</li><li>• Guides understanding</li><li>• Affirms student diversity</li></ul>	<ul style="list-style-type: none"><li>• Organizing collaborative project</li><li>• Collaborating on projects</li><li>• Sharing group projects</li><li>• Discussing students' evaluation of group's success</li><li>• Applying key strategies and concepts</li><li>• Discussing different perspectives</li></ul>
<b>Performance-Based</b>	<ul style="list-style-type: none"><li>• Identifies students' needs</li><li>• Provides instructional scaffold</li><li>• Provides explicit instruction</li></ul>	<ul style="list-style-type: none"><li>• Organizing short-term groups</li><li>• Introducing new concepts</li><li>• Teaching specific concepts, strategies and skills</li></ul>
<b>Dyad (Pairs)</b>	<ul style="list-style-type: none"><li>• Identifies students' interests or needs</li><li>• Models instructional strategies</li><li>• Guides understanding</li></ul>	<ul style="list-style-type: none"><li>• Assisting partners</li><li>• Tutoring peers</li><li>• Responding to peer writing</li><li>• Collaborating</li></ul>

# 3 Learning Group Strategies



Strategy	Problem-Solving Partnerships	Collaborative Groups
Group Size	Two to three students per group.	Three to six students per group.
Duration	Short (part of a class period to a few days).	Short (days) or longer (weeks or even months).
Task or Problem	To solve is limited in scope (a single problem or question or a limited set) and is usually a challenge or practice activity for students to apply recent learning.	Open-ended and may cover large amounts of course content.
Process	<ul style="list-style-type: none"> <li>Multiple approaches to solving the problem are encouraged. There is no single "right" way to solve most problems, and all reasonable solutions or answers to the problem are honored.</li> <li>Individual students have an opportunity to explain and discuss their suggested solutions as well as their misconceptions.</li> <li>New understandings are developed by the individual, by the team, and, finally, by the whole class.</li> <li>Group and class discussions (and solutions) provide immediate feedback to the student.</li> </ul>	<ul style="list-style-type: none"> <li>Student roles are flexible and may change throughout the project or assignment. Students observe (and help with) other students' work, and critique, evaluate, explain, and suggest ways for improvement.</li> <li>Open communication and multiple approaches are emphasized. All students are involved in honest discussion about ideas, procedures, experimental results, gathered information, interpretations, resource materials, and their own or other students' work.</li> <li>Students are constantly aware of the collaborative communication process, as well as the product or goals. They know they can change direction to meet goals.</li> </ul>

# Advantages

The essence is team spirit that **motivates** students to contribute to the learning of others on the team:

- **Share ideas** and reinterpret instructions to help each other
- **Convey the idea** that learning is valuable and fun
- **Make predictions or estimations** about a problem, share ideas, or formulate questions



# Advantages (continued)

The essence is team spirit that **motivates** students to contribute to the learning of others on the team:

- After working independently, group members might **cooperate** in composing either an oral solution or a written response
- Prove particularly effective for **open-ended** problem-solving investigations
- Come in **all sizes and configurations**, depending on the instructional goal to be achieved

# Reciprocal Teaching



<h2 style="text-align: center;">SAY SOMETHING!</h2> <p style="text-align: center;"><i>Be prepared to share your thinking about the text you are reading. When the teacher says, "Say Something," Turn and talk.</i></p>	
<p><b><u>MAKE A PREDICTION</u></b></p> <ul style="list-style-type: none"> <li>• I predict that...</li> <li>• I bet that...</li> <li>• I think that...</li> <li>• Since {this} happened, then I bet the next thing to happen will be...</li> <li>• Reading this part makes me think that {this} is about to happen.</li> <li>• I wonder if...</li> </ul>	<p><b><u>ASK A QUESTION</u></b></p> <ul style="list-style-type: none"> <li>• Why did...</li> <li>• What's this part about?</li> <li>• How is {this} like {this}</li> <li>• What would happen if...</li> <li>• Why...</li> <li>• Who is...</li> <li>• What does {this} section mean?</li> <li>• Do you think that...</li> <li>• I don't get this part here...</li> </ul>
<p><b><u>CLARIFY SOMETHING</u></b></p> <ul style="list-style-type: none"> <li>• Oh, I get it...</li> <li>• Now I understand...</li> <li>• This makes sense now...</li> <li>• No, I think that means...</li> <li>• I agree with you. This means...</li> <li>• At first I thought... but now I think...</li> <li>• This part is really saying...</li> </ul>	<p><b><u>MAKE A COMMENT</u></b></p> <ul style="list-style-type: none"> <li>• This is good because...</li> <li>• This is hard because...</li> <li>• This is confusing because...</li> <li>• I like the part where...</li> <li>• I don't like this part because...</li> <li>• My favorite part so far is...</li> <li>• I think that...</li> </ul>
<p><b><u>MAKE A CONNECTION</u></b></p> <ul style="list-style-type: none"> <li>• This reminds me of...</li> <li>• This part is like...</li> <li>• {This} character is like {this person} because...</li> <li>• This is similar to...</li> <li>• The differences are...</li> <li>• I also...</li> <li>• I never...</li> <li>• This character makes me think of...</li> <li>• The setting reminds me of...</li> </ul>	<p><b><u>SUMMARIZE</u></b></p> <ul style="list-style-type: none"> <li>• I learned...</li> <li>• The setting is...</li> <li>• The conflict is...</li> <li>• Somebody, Wanted, But, So Then</li> </ul>

Reciprocal Teaching	
Prediction	Question
Clarification	Comment
Connection	Summarization
Bringing it all together...	

# Video Example



# Questions to Consider

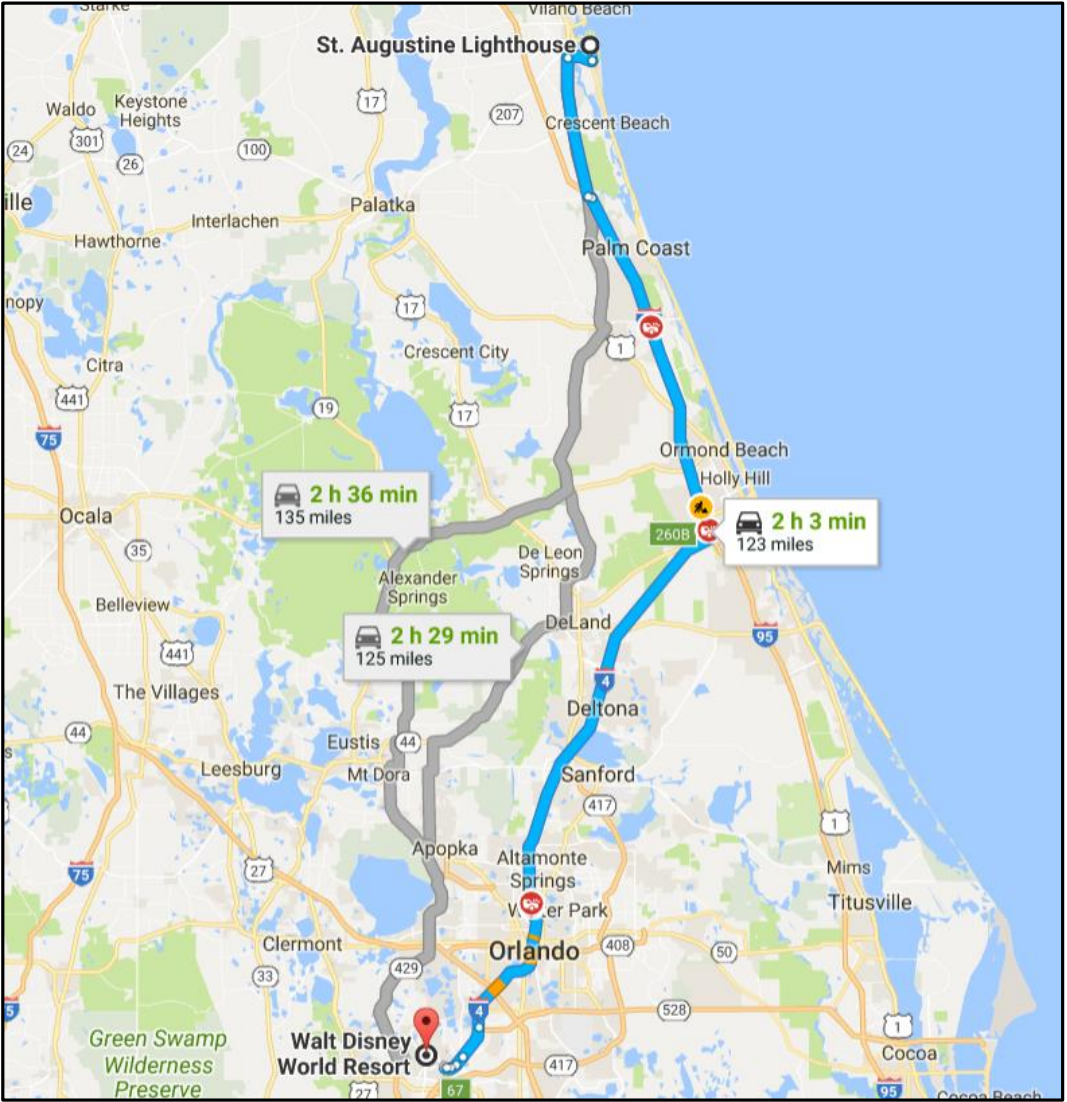
- How does utilizing the reciprocal teaching strategy assist students with taking ownership of their learning?



SAY SOMETHING!	
Be prepared to share your thinking about the text you are reading. When the teacher says, "Say Something," Turn and talk.	
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Stay with your group!



# Mechanics



# Consider the Purpose



- Requires purposeful planning through UDL
- Consider assessment data, student needs and abilities
- **Rearrange groups frequently**
- meet each individual's needs
- Identify the most effective grouping design
- Differentiate engaging activities for each group

Ask, “What is the best type of configuration to meet my learning outcome for this activity?”

# Common Characteristics of Effective Learning Groups

- Work is **challenging and meaningful**
- Teacher is **actively involved** in the students' learning process, serving as a resource, questioner, guide, evaluator, and coach
- **Learning goals and timelines** are clearly understood by the students and monitored by the teacher
- All students are **actively involved**
- **Cooperation** is valued over competition
- Have a sense of being able to **accomplish more** learning together than they can alone

# Common Characteristics of Effective Learning Groups (continued)

- Group process provides a **comfort level** for discussion and airing questions
- Student **interaction** and social skills are required
- Group time is **not "free time"** for student (or teacher)
- **Multiple means of assessment** are possible (rubrics, portfolios, quizzes, interviews, presentations, etc.)
- **Evaluation** can be of the individual student, of the group, or a combination

# Managing Flexible Groups

- Create a color-coded system or chart
- Give specific instructions
- Post written instructions and expectations
- Model and practice routines and procedures for getting into and out of groups
- Set a specific time limit for completion
  - Alarm or timer
- Implement a student learning log for each group they are working in





# Guiding Questions While Planning

- Is this the only way to organize students for this learning?  
Do I always teach this way, and if so, why?
- Where in the lesson could I create opportunities for students to work in small groups?
- Would this part of the lesson be more effective as an independent or small-group activity?
- Why do I have the whole class involved in the same activity at this point in the lesson?
- Will I be able to meet the needs of all students with this grouping?
- I've been using a lot of *[insert type of grouping here—whole class, small group, or independent work]* lately. Which type of grouping should I add to the mix?

# Partner Structures

- Sage-N-Scribe
- Turn and Talk
- Inside-Outside Circles
- Double Entry Journal
- Pairs Check
- Think-Pair-Share
- Think-Pair-Square
- Paired Annotations
- Team Pair Solo
- Structured Academic Controversies



# Group Structures

- Numbered Heads
- Three-Minute Review
- Three Stay One Stray
- Three-Step Interview
- Talking Chips
- Find the Fib
- Gallery Walk
- Fishbowl
- Jigsaw
- Circle Sharing
- Four Corners
- Structured Problem Solving



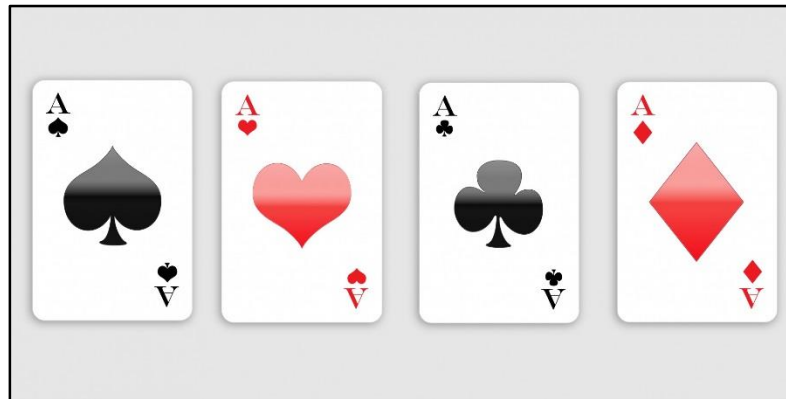
# Writing Structures

- Think Write Pair Share
- Write Around
- Write and Show
- Rally/Round Table
- Response cards
- Share and add
- Question Cubes
- Question Matrix
- Reciprocal Teaching
- Tea Party
- Sage-N-Scribe
- One Minute Papers



# Group Quickly and Effectively (continued)

- Partners- two or three for study groups, or paired reading
- Teams- three or four for hands-on activity to be completed
- Panels- five or six for discussion of written works, hot topics, "what if" scenarios, cause and effect, and problem solving with participation sheet for documentation their feelings, ideas, solutions for accountability
- Playing cards





# Group Quickly and Effectively

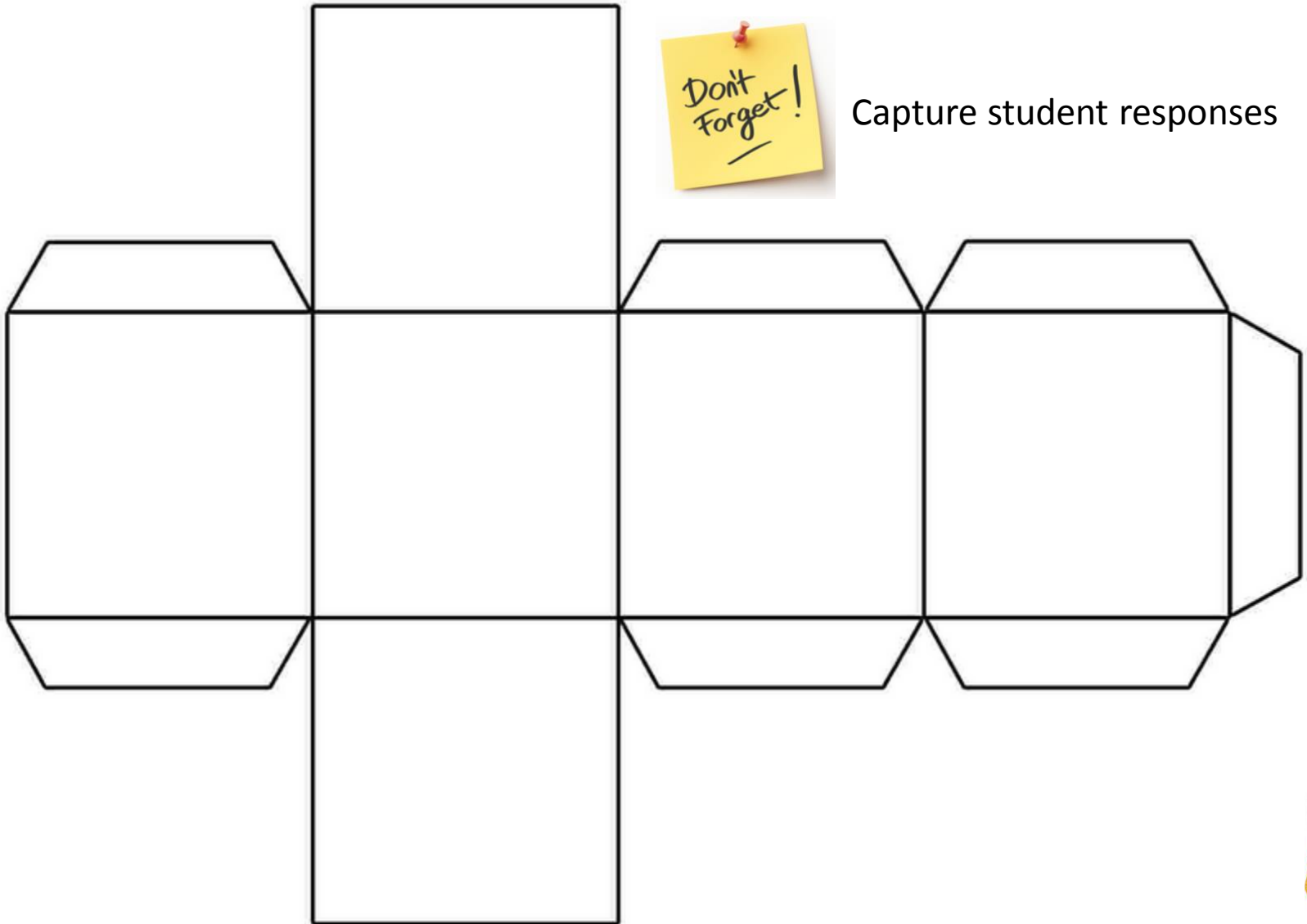
- Interest survey
- Setup an area for groups in your classroom
- Number Pops
- Synonyms
- Group of the Day
- Color Pencils
- Birthday Buddies or season
- Burger Buddies or beverage, type of food
- Genre Groups- books, movies, music, or subjects



# Question Cube



Capture student responses



**"ALL OUR DREAMS CAN COME TRUE,  
IF WE HAVE THE COURAGE TO PURSUE THEM."**

*WALT DISNEY*

[INSPIRATIONALGRAFIX.blogspot.com](http://INSPIRATIONALGRAFIX.blogspot.com)



# Additional Resources

Visit the Wiki!



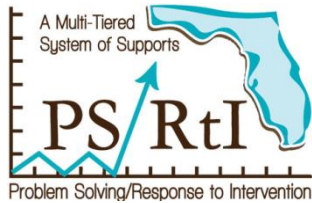
<http://lhs-flexiblegrouping.wikispaces.com/>

# Evaluation





# CONTACT US



- Shelby Robertson
  - [srobertson@usf.edu](mailto:srobertson@usf.edu)
- Pam Sudduth
  - [psudduth@usf.edu](mailto:psudduth@usf.edu)

## Professional Development Team

- Karen Johnson (LaBelle)
  - [johnsonk@Hendry-schools.net](mailto:johnsonk@Hendry-schools.net)



# Thank You!

